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ABSTRACT

This study investigated a competency-based project for instructing teacher corps interns. The specific goals for the project were to develop and use competency-based instructional materials. The specific objectives were a) to bring about role changes for faculty, b) to change from course structure to instructional modules and varied learning environments, c) to develop a competency-based curriculum with stated objectives and performance criteria, d) to provide for greater interdisciplinary involvement in teacher education programs and, e) to create more effective prototypic evaluation schema. Interns were asked to respond at three times during their training comparing ideal competency-based programs with traditional programs. In each case the ideal competency-based program was rated much higher. Twice the interns were asked to rate the Oakland University Programs and both times they gave high ratings. Staff members in the Oakland University Teacher Corps Project were asked to review the program's ability to achieve the goals of the project. The response was favorable in every situation. The study attests to the value of competency-based instruction. Appendixes include a response form and an observation sheet used during the study. Also provided is a prospectus for a modular program to present literature to children. (MJM)

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FINAL REPORT

Project No. 0-8062

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COMPETENCY-BASED EDUCATION DEVELOPMENT PROJECT

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Development Project/School of Education

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SUMMARY

This study was premised on utility of a competency-based project as a means of instructing Teacher Corps interns. The specific goals for the project were to develop competency-based materials and to implement a program using the competency-based materials for instructional purposes.

Interns were asked to respond at three times during their training comparing ideal competency-based programs with traditional programs. In each case the ideal competency-based program was rated much higher. Twice the interns were asked to rate the competency-based aspects Oakland University program. Both times the interns gave the program high ratings.

Staff members in the Oakland University Teacher Corps Project were asked to respond to their reactions to how well the program achieved the expressed goals of the project. The response was favorable in every situation.

INTRODUCTION

The National Center for Educational Research and Development funded this project as one of seven fifth-cycle Teacher Corps programs investigating competency-based teacher education as a means of instructing Teacher Corps interns. The specific goals of the project were to: (1) develop and implement -- to the extent possible -- competency-based teacher education programs which utilize the ten NCERD teacher education models as a resource, and (2) describe and evaluate the development and implementation processes. For the purposes of the investigation competency-based curricula were defined as, "programs in which the competencies to be acquired by the student and the criteria to be applied in assessing the competency of the student are made explicit and the student is held accountable for meeting those criteria."

The following specific objectives were identified for the project. This final report will deal with each in turn.

The over-all objective of the investigation was to move to a competency-based teacher education program which prepared teachers to effect pupil change, perform non-instructional tasks in a school setting, demonstrate effective inter-personal and group skills, and finally, integrate acquired professional skills into an effective personal teaching style. Competence in these areas were not identified in terms of generally appropriate teacher behaviors, but rather in terms of desired pupil outcomes, and from these, competencies were isolated and instructional systems designed.

Specific Objectives:

1. To bring about role changes for faculty through:

   1.1 Redesigning teacher education program in concert with school personnel, community representatives, etc.

   1.2 Moving from traditional course-locked system to a flexible laboratory-oriented system.

   1.3 Releasing instructional time for higher levels of professional interaction between staff and corpsmen.

2. To change from course structure to instructional modules and varied learning environments through:

   2.1 Redesigning university-support systems into over-all components. Appropriate instructional modules would be developed within each component.

   2.2 Developing prepared packets within each module to cover basic concepts and over-all discipline designs; providing individual pacing through the materials.

   2.3 Utilizing large group sessions to cover materials, etc., requiring personal interaction between instructional staff and corpsmen.

   2.4 Supplementing prepared materials and large group sessions with simulated laboratory experiences.

   2.5 Incorporating on-site demonstrations and seminars for conceptualizing teaching strategies, etc.

3. To develop a competency-based curriculum with stated objectives and performance criteria through:

   3.1 Developing a competency-based teacher education design:

   3.2 Implementing the design through competency-based components.

   3.3 Organizing the components around specific performance criteria.

4. To provide for greater interdisciplinary involvement in teacher education programs through:

   4.1 Allocating instructional module development to the various disciplines equipped to communicate that content.

   4.2 Facilitating staff interaction in the development and evaluation of competency-based instructional modules.

5. To create a more effective prototypic evaluation schema through:

   5.1 Providing interactive cycling and empirically-based feedback procedures.

   5.2 Developing instructional programs which produce specified outcomes.

METHODS

The form of date collection varied with the specific objectives iterated below. For the purpose of clarity of this report, each of the objectives will be dealth with separately.

1.1 Redesigning teacher education programs in concert with school personnel, community representatives, etc.

The data regarding this objective are subjective in nature. They were gleaned through interview of project staff and through observation.

1.2 Moving from traditional course-locked system to a flexible laboratory-oriented system.

The National Teacher Corps encouraged individual projects to move to a competency-based program of instruction. The decision to move to this basis for instruction was made by the project director with the consent of the project staff. Data regarding the meeting of this objective are subjective in nature. The method of data gathering was the interview.

1.3 Releasing instructional time for higher levels of professional interaction between staff and corpsmen.

Provision was made for staff to be available to Corpsmen through the plan of the Teacher Corps project, not through the NCERD grant. The grant did allow for evaluation of the staff experience with a non-competency-based program the previous year. The data were gathered by interview.

2. Course structure change.

2.1 Redesigning university support systems into over all components. Development of instructional modules.

The university support system was redesigned by contract between National Teacher Corps and the Oakland University project director. The structure of the support system was a part of that contract. The evaluation of the system is of concern to NCERD. The data concerning the system were gathered by staff interview.

2.2 Developing prepared packets within each module to cover basic concepts and over-all discipline designs; providing individual pacing through the materials.

Data concerning the preparation of learning packets was gathered by interviewing the staff members who were charged with the responsibility in each discipline.

Data concerning competency-based instruction versus a traditional approach are contained in Table 4. These data were gathered at three different occasions from the corpsmen. The data gathering instrument is included in Appendix A.

2.3 Utilizing large group sessions to cover materials, etc., requiring personal interaction between instructional staff and corpsmen.

Data concerning the objective above were obtained by interviewing staff members.

2.4 Supplementing prepared materials and large group sessions with simulated laboratory experiences.

Simulated experiences were evaluated by interns in assessing the over-all program, and are reflected in the findings reported in Table 4. Data concerning faculty opinion were obtained by interviewing the faculty members.

2.5 Incorporating on-site demonstrations and seminars for conceptualizing teaching strategies, etc.

On site demonstrations and seminars were a part of the Teacher Corps program at Oakland University. Data concerning the effectiveness of this phase of the program were obtained from the faculty through interviews.

3. Competency-Based Curricula

Competency-based curricula were developed for instruction in the program. These were not as a result of NCERD funds; but the evaluation of the program into which they were introduced was done through NCERD funding. Faculty opinion concerning competency-based instruction were obtained through interviews at the end of the inservice period. Student opinions concerning competency-based instruction were obtained by questionnaires at a pre-service date (July, 1970), a post preservice date (January, 1971), and a post inservice date (May, 1971). The data concerning interns' evaluations of competency-based instruction is reported in Table 4.

4. Interdisciplinary Involvement.

4.1 Allocating instructional module development to the various disciplines equipped to communicate that content.

Total project staff planning facilitated content allocation. Feed-back data concerning the effectiveness of the allocation came from the staff through an interview process.

4.2 Facilitating staff interaction in the development and evaluation of competency-based instructional modules.

Assistance was given individula staff members in the development and evaluation of competency-based modules by the Director-the Project Evaluator. No evaluative data are available.

5. Evaluative schema.

5.1 Providing interactive cycling and empirically-based feedback procedures.

Feed-back procedures were initiated at the on-set of the program. Modifications of program resulted from feed-back from field representatives. The instrument used is included in Appendix B. Data concerning the effectiveness of feedback procedures were obtained through staff interviews.

5.2 Developing instructional programs which produce specified outcomes.

Outcomes data were obtained by interview staff.

Mean scores and simple percentages are used in reporting the data herein. The variance in the number of subjects and other factors did not allow for tests of significance.

FINDINGS

I. Staff Change

All of the Teacher Corps staff members at Oakland University who were interviewed attested to the value of competency-based instruction. All saw some value in working with public school personnel and community representatives in the development of teacher education curricula. Each faculty member agreed that a laboratory-oriented system was to be preferred to the traditional course system. The staff members attested to the value of competency-based instruction in releasing instructional time for higher levels of professional interation between staff and corpsmen. Table I shows how the Teacher Corps staff viewed the attainment of goals concerning staff change.

TABLE I

Faculty Opinions Regarding Role Change For Faculty

Process	Objective Met: very well	well	poorly	no opinion	
1.1 Redesigning programs, etc.	4	4	0	0	
1.2 Moving to laboratory program, etc.	7	1	0	0	
1.3 Releasing instructional time, etc.	6	2	0	0	
	100	100	100		
	Per Cent Favorable				
Total	17	7	0	0	100a

a Computed over-all mean

2. Course Structure Change

2.1 Redesigning university-support systems into over-all components. Appropriate instructional modules would be developed within each component.

The Oakland University Teacher Corps project was designed to include competency-based modular instruction in each discipline save one. The data reported in Table 2 show that the staff preferred the modular type instruction to a more traditional base.

TABLE 2

Faculty Opinions Regarding Competency-Based Instructional Modules

Preferred Learning Environment	Competency-Based	8	Per Cent 100
	Traditional	0	0

2.2 Developing prepared packets within each module to cover basic concepts and over-all discipline designs; providing individual pacing through the materials.

Faculty opinions concerning the utility of learning packets to cover basic concepts in the various disciplines were unanimous in acclaiming some utility for the packets. Table 3 shows that, in addition, the staff members believed that learning packets provided for individual pacing through the materials.

TABLE 3

Faculty Opinions Concerning Methods of Promoting Learning

Preferred Learning Environment for:	Competency Based	Traditional	Per Cent
Teaching Basic Concepts	8	0	100
Providing for Individual Pacing	8	0	100

Student perceptions were obtained concerning competency-based instruction at several times during their programs. In each case, they were asked to give opinions of traditional programs, ideal competency-based programs, and the competency-based aspects of the Oakland program. Table 4 includes the data obtained from the interns. It is interesting to note that the corpsmen interns continually rejected traditional types of programs, ranked high the ideal type of competency-based instruction, and rated the Oakland University competency-based program high.

TABLE 4

Intern Perceptions of Teacher Education Programs

Instrument	Time	Mean Score Total*
Perception of Traditional Programs	1	3.44
	2	3.09
	3	2.86
Perception of Ideal Competency-Based Program	1	7.72
	2	7.71
	3	7.93
Perceptions of Competency-Based Aspects of Oakland Program	2	6.20
	3	6.67

*Based on a nine-point scale with 1 being very negative and 9 being very positive.
Perceptions of Traditional Programs is just that: the interns perceptions of traditional teacher education programs.
Perceptions of Ideal Competency-Based Programs is just that: the intern's perceptions of a fully operational, ideal competency-based program.
Perceptions of Competency-Based Aspects of Oakland Program refers to intern's perceptions of those aspects of their experience which were competency-based.

2.3 Utilizing large group sessions to cover materials, etc., requiring personal interaction between instructional staff and corpsmen.

2.4 Supplementing prepared materials and large group sessions with simulated laboratory experiences.

2.5 Incorporating on-site demonstrations and seminars for conceptualizing teaching strategies, etc.

Opinions were sought from staff members in the Oakland University Teacher Corps concerning the degrees to which the objectives listed above were met. In each case the faculty members stated that the objectives had been met positively. Table 5 shows no negative opinions concerning the provision of a variety of learning environments.

TABLE 5

Faculty Opinions Regarding Changing Structural Environments

Process	Objective Met				
	very well	well	poorly	no opinion	
2.3 Utilizing large group sessions properly	7	1	0	0	
2.4 Providing simulated experiences	6	2	0	0	
2.5 Incorporating on-site demonstrations	8	0	0	0	
	100	100	100	—	
	Per Cent Favorable				
Total	21	3	0	0	100

-X-

3. Comptency-Based Curricula

Faculty opinions concerning the utility of a competency-based curriculum were very pisitive. In every case the faculty members stated that more assistance was needed from the program management specialist; that since prototypic material did not exist, modular development did not progress as rapidly as each had anticipated; and that modular revision is presently underway. Table 6 presents faculty opinions on the degree to which they believed the competency-based curriculum was developed.

TABLE 6

Faculty Opinions Regarding Competency-Based Curriculum Development

Process	Objective Met: very well	well	poorly	no opinion	
3.1 Developing a Competency-Based Design	1	7	0	0	
3.2 Implementing the design	1	7	0	0	
3.3 Organizing the components around performance criteria	5	2	0	0	
	100	100	100		
	Per Cent Favorable				
Total	7	16	0	0	100

Data concerning the interns' opinions of Oakland University's competency-based program showed a final mean rating of 6.67 on a nine-point scale. This can be considered an extremely high rating sicne the interns' final mean rating for an ideal competency-based program was 7.93 on the same nine-point scale. The data on intern perceptions of competency-based curricula can be reviewed on Table 4.

4. Interdisciplinary Involvement

Staff members were interviewed to ascertain the degree to which they believed that the program allocated instructional module development to the various disciplines best equipped to communicate that content. Each of the eight staff members stated that the assignment of content was very well done. Staff opinions on content allocation are shown in Table 7.

TABLE 7

Faculty Opinions Concerning Content Allocation

Process	Objective Met: very well	well	poorly	no opinion	
4.1 Allocating content to Discipline	8	0	0	0	
	Per Cent Favorable			100	
Total	8	0	0	0	100

5. Evaluative Schema

Staff opinion concerning the feedback procedures found it adequate but most staff members called for more in the way of meetings to deciminate the results of feed-back. Staff members, although busy with classes other than Teacher Corps activities suggested closer coordination and more frequent meetings. Table 8 contains date concerning the adequacy of the feed-back system. In response to inquiries about whether the program had succeeded in developing instructional components which produced specified outcomes, each staff member answered that the program had met this goal. The goals for the individual modules were independent and were assessed by on-site visitations.

TABLE 8

Faculty Response Concerning Feed-Back and Outcomes

Process	Objective Met: very well	well	poorly	no opinion	
5.1 Providing feed-back procedures	0	8	0	0	
5.2 Programs producing outcomes	8	0	0	0	
	100	100			
	Per Cent Favorable				
Total	8	8	0	0	100

CONCLUSION

The study attests to the value of competency-based instruction. In those disciplines which utilized a competency-based structure the interns appeared more satisfied with their instruction. Interns rated competency-based instruction much higher than a more traditional program. Faculty members who participated in the program appeared to favor competency-based instruction to the more traditional program and are, for the most part, modifying their programs to make the present Teacher Corps program even more viable.

Appendix A

Response Form for Part I Identification Number __ __ __ __

Using the rating scales below, please indicate your feelings about: (1) traditional teacher education programs as you presently perceive them, (2) competency-based teacher education as it would be in a program which is fully developed and operating, (3) the competency-based teacher education aspects of your program which you have experienced, and (4) the total educational experience you have had thus far in your program.

Traditional Program	1 Very Negative	2	3	4	5	6	7	8	9 Very Positive
Ideal Competency-Based Program	1 Very Negative	2	3	4	5	6	7	8	9 Very Positive
Competency-Based Aspects of Your Program	1 Very Negative	2	3	4	5	6	7	8	9 Very Positive
Your Total Program	1 Very Negative	2	3	4	5	6	7	8	9 Very Positive

Please rate yourself regarding the level of knowledge about the notions of competency-based teacher education that you feel you have.

Knowledge Level	1 Very Negative	2	3	4	5	6	7	8	9 Very Positive

Using the space below and the back of this sheet, if necessary, please describe your feelings about the experiences you have had thus far in Teacher Corps. Please pay particular attention to: (1) your feelings about the competency-based aspects of the program you have experienced, (2) your feelings about the program as a whole in light of your expectations prior to becoming an intern, and (3) particular problem areas you feel to be important.

Observation Sheet - Pontiac Urban Corps
On-Site Instructional Visits

Team: School: Date:

Activity:

Goal:

Methodology:

Evaluation:

Observations:

Feedback
Team:

Master Teachers-Team Leaders:

Interns:

Other professionals:

APPENDIX C

IN-SERVICE MODULE -LITERATURE FOR CHILDREN

Rationale

During the in-service phase of the Teacher Corps Program you will be expected to exhibit certain basic competencies as you successfully complete specific objectives designed for the in-service phase of your program.

The basic teacher competencies in the area of literature for children are:

1. Selects quality literature.
2. Reads selected literature at least twice a day.
3. Reads from various types of literature.
4. Discusses literature informally with children.
5. Demonstrates an awareness of children's reading interests.
6. Aids children in their selection of books.
7. Evokes an enjoyment of literature in children as evidenced by children's attentiveness during reading aloud periods; their asking for literature to be read aloud or for books for their own reading; their use of the library; their interest in book's authors and illustrators; their reading during "free" times.
8. Engages children in literature centered activities such as writing to authors and illustrators; acting out stories or poems; making poetry anthologies; creating pictures, posters, dioramas; writing their own stories and poems; criticizing books read.
9. Tells stories and recites poems for the children.
10. Makes books and book lists available to children, other teachers, and parents.

OBJECTIVE V

Objective V: Design a reading corner for an upper or lower elementary classroom which includes listings of specific books and other items to be included and which meets the criteria listed for the evaluation of a reading center checklist.

Enabling Activities:
- Read Huck & Kuhn pp. 546-561.
- Know the items included in reading center evaluate check-list.
- Read pp. 28-34 in Whitehead.
- List — Choose a grade level or levels and design a center in diagram and writing before creating one in a classroom.

Assessment: Use of Evaluation of Reading Center Checklist

Grade/s _____

Team _____

Member/s _____

Master Teacher/s _____

CHECKLIST FOR EVALUATING READING CENTERS

	Yes	No
1. Are an adequate number of books available?		
2. Are most of the books found on the pre-service recommended lists?		
3. Is a variety of books included?		
4. Are there any plants in the center?		
5. Are there any famous artists' pictures in the center?		
6. Is children's art work displayed in the center?		
7. Is thare a bulletin board or back of a book case used for display?		
8. Is there any information about authors or illustrators in the center?		
9. Is there a poem featured in the center?		
10. Is there a system for regulating "traffic" in the center?		
11. Is there a child librarian for the center?		
12. Are the librarian's duties written down?		
13. Are the books classified or grouped in some way?		
14. Is there a folder for children to put their book reviews in?		
15. Is there a rug?		
16. Is there a card file or list of suggested books?		
17. Do children help to choose the books in the center?		
18. Is there at least one comfortable chair in the center?		
19. Is there any sculpture in the center?		
20. Are there any special displays in the center?		

PRESENTING LITERATURE TO CHILDREN

A MODULAR PROGRAM

Prepared by: Jane Bingham
Oakland University

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PROSPECTUS

PROSPECTUS - LITERATURE FOR CHILDREN COMPONENT

Rationale

The major purpose of the Literature for Children component is to enable you to effectively use appropriate literature with children of different ages, interests, and needs in order that they may come to fully enjoy, respond to, and appreciate a variety of literary forms.

Prerequisites

This component assumes that the intern has some basic knowledge of children and literature, but it is fundamentally an introductory component.

Terminal Objectives for Literature for Children Component

I. Using his knowledge of children's literature the intern selects and recommends appropriate books to read aloud to elementary pupils, and is able to recommend books for children to read to themselves which they enjoy.

II. The intern demonstrates his ability to present recommended literature to elementary school children in an appropriate and effective manner and does so at least once a day.

III. The intern demonstrates his ability to incorporate a variety of literature into the elementary curriculum in many different ways.

IV. The intern is able to stimulate children to respond to literature in a variety of ways.

V. The intern demonstrates his ability to design a tentative literature unit for use during the first term of school and later revise and carry out a similar unit.

VI. The intern has some knowledge and appreciation of the development of literature for children.

VII. The intern has selected and told a story to a group of children.

VIII. The intern has developed (or helped to develop) a reading center in a classroom or instructional materials center.

IX. The intern selects books by major children's authors, collectors, and illustrators to read aloud, recommend to children, and include in a reading center.

X. The intern uses historical facts or events to add to the children's knowledge about the historical development of children's literature.

XI. The intern provides parents and/or other teachers with a list of different types of children's literature with a few suggested titles under each type listed.

PRE-SERVICE MODULE - LITERATURE FOR CHILDREN COMPETENCIES

Rationale

The literature for children pre-service module is designed to:

(1) acquaint prospective interns with the variety of children's books available

(2) provide opportunities for the interns to present a variety of literary forms to children and to their peers.

(3) suggest to the interns appropriate strategies for encouraging imaginative responses to literature and practive in using the strategies.

(4) enable the interns to design a literature unit which might be used during the first term of school with modification as needed.

(5) introduce prospective interns to the area of literature for children so as to stimulate an appreciation of literature for children and convince them of the need to introduce and use literature in the elementary school.

Prerequisites

Fill out inventories

Terminal Objectives

I. Given nine worksheets dealing with various types of children's books, the intern will select and read a minimum of three books in each category; will list and assign an age level to each book; and will write a 100-200 word evaluation of one book selected from the list of books accompanying each worksheet. The evaluation must include answers to questions posed on the Criteria for Evaluation lists (a minimum of three criteria questions must be answered).

II. Given a group of children (or peers) the intern will (a) read one portion of a book aloud, (b) lead one creative dramatics session, (c) recite one poem from memory and tell a folktale, and (d) lead a choral reading. Performance will be evaluated by using a checklist for each activity.

III. After choosing a specific book or poem and age group, the intern will select and demonstrate (with children or peers) an appropriate strategy (see checklist) for encouraging imaginative responses to literature by using one of the activities listed on the green activities sheet.

IV. After choosing an age/grade level, the intern will design a 2-4 week literature unit which could be used (with modifications) during the first two months of school. The literature unit will include the minimum criteria of Literature Unit Checklist at the average or above levels.

Pre-service Module - Literature for Children Competencies (continued)

Pre-assessment

Written test (entire group)
Verbal response to Introductory Lecture and Slide Presentation

Resources for Pre-Service Module

Carlson, Ruth. Enrichment Ideas. Brown, 1970.

Chambers, Dewey. Storytelling and Creative Drama. Brown, 1970.

Huck, Charlotte and Doris Kuhn. Children's Literature in the Elementary School. Holt, 1968.

Smith, James. Creative Teaching of Reading and Literature. Allyn, 1967.

Whitehead, Robert. Children's Literature: Strategies for Teaching. Prentice, 1968.

Witucke, Virginia. Poetry in the Elementary School. Brown, 1970.

ENABLING ELEMENTS

ENABLING OBJECTIVE I

Given nine worksheets dealing with various types (categories) of children's books, the intern selects and reads a minimum of three books in each category; lists and assigns an age level to each book, and writes a 100 or 200 word evaluation of one of the three books in each of the categories selected from the list of books accompanying each worksheet. Each book evaluation must include answers to at least three questions posed on the Criteria for Evaluation lists.

Enabling Activities

1. Read appropriate chapters in Huck and Kuhn's Children's Literature in the Elementary School.
2. Listen to introductory lecture on types of literature available for children and watch slide presentation.
3. Examine examples of children's books displayed.
4. Answer STUDY GUIDE questions which correspond to each of the chapters in Huck and Kuhn.
5. Intern option (see instructor).

Assessment

See assessment of Worksheets Checklist

ENABLING OBJECTIVE II a

Given a group of children (or peers) the intern will read one portion of a book aloud, exhibiting a minimum of half of the behavioral criteria included on the Reading Aloud Checklist at the average or above levels.

Enabling Activities

1. Observe a master teacher read aloud to children or peers.
2. Practice reading aloud, tape record or video tape, and evaluate using Checklist.
3. Complete Exercise 6 on p. 7 of WORKBOOK.
4. Listen to professional recordings of children's books (IMC--Kresge Library).
5. Read appropriate portions of text, Huck and Kuhn's Children's Literature in the Elementary School.
6. Read Chamber's Storytelling and Creative Dramatics. pp. 30-37
7. Read Smith's Creative Teaching of Reading and Literature pp. 219-220.

Name_____
Book Read_____

Age of Children_____
No. of Children_____

READING PROSE ALOUD CHECKLIST

	3	2	1
1. Was the book you chose appropriate for reading aloud?			
2. Did you like the story?			
3. Did you want to share the book with the children?			
4. Were you enthusiastic about sharing the story?			
5. Were the children seated comfortably and not distracted by other activities?			
6. Did you read loudly enough?			
7. Did you vary your pitch?			
8. Was your reading smooth?			
9. Did you establish eye contact often?			
10. Did you vary your volume?			
11. Did you vary your inflection?			
12. Did you vary your rate?			
13. Did you pause often enough?			
14. Did you avoid interrupting the story with many questions and explanations?			
15. Did you stop reading before the children became restless?			
16. Did you stand or sit where all could see?			
17. Did you hold the book low enough so your face is clearly visible?			
18. Was the book fast moving, suspenseful, or funny?			
19. Was the book fairly short?			
20. Did you use the story as a sermon or punishment?			
21. Did you preface your reading with a summary statement or an encouraging remark?			
22. Did you expect the children to want to listen?			
23. Were you familiar with the group of children read to?			
24. Did you have most of the children's attention when you began?			

Enabling Objective II a (continued)

8. Read Whitehead's Children's Literature: Strategies of Teaching pp. 89-103.

9. Intern option (see instructor).

Assessment

Submit to the instructor a tape recording or video tape of you reading aloud to a group of children, and exhibit a minimum of half of the behavioral criteria included on the Reading Aloud Checklist at the average or above levels.

ENABLING OBJECTIVE II b

Given a group of children (or peers), the intern will lead one creative dramatics session in which a minimum of half of the behavioral criteria included on the Creative Dramatics Checklist are met at the average or above levels.

Enabling Activities

1. Observe master teacher lead a creative dramatics session with children or peers.

2. Read appropriate portions of text.

3. Read Chamber's Storytelling and Creative Dramatics.

4. Read Whitehead's Children's Literature: Strategies for Teaching pp. 165-181; 193-196.

5. Practice acting out a story with a group of your peers.

6. Intern option (see instructor).

Assessment

Submit to the instructor a video recording tape or a detailed written description of a creative dramatics session you lead. A minimum of half of the behavioral criteria included on the Creative Dramatics Checklist must be discernible at the average or above levels.

ENABLING OBJECTIVES II c

Given a group of children (or peers) the intern will recite one poem from memory and will tell a folktale. A minimum of half of the behavioral criteria included on the Reading/Reciting Poetry Checklist and the Storytelling Checklist will be met at the average or above levels.

Name _____
Story Acted Out _____
_____
Age of Children _____
No. of Children _____

CREATIVE DRAMATICS CHECKLIST

	3	2	1
1. Was the physical environment appropriate for dramatics?			
2. Did you know all the children's names?			
3. Did you speak to or acknowledge the presence of <u>each</u> child?			
4. Did you establish rules and keep them?			
5. Did you use a "magic word?"			
6. Did you have a "warm up" period?			
Did you select a story which was:			
7. appropriate and interesting?			
8. had strong feeling in character?			
9. encouraged speaking in a natural understanding way?			
10. provided for release of energy in strong climax?			
11. had a forward-moving plot?			
12. Did you and the group evaluate the experience?			

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Name_____
Title of Tale_____

_____
Source_____
Where Tale was Told_____

_____
Age of Children_____

FOLKTALE CHECKLIST

SELECTION

	Yes	No
1. Was the tale you selected easy to learn?		
2. Did you like the tale?		
3. Is the tale written in especially fine language?		
4. Is the plot exciting?		
5. Is the theme/s a worthy one?		
6. Are the characters interesting?		
7. Is the tale appropriate to the age children you would like to tell it to?		

LEARNING

	Yes	No
1. Did you tell the tale to yourself or others?		
2. Did you write the story out?		
3. Did you make an outline?		
4. Did you make note cards?		
5. Did you visually (Mentally) create scenes and characters?		

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Name _____

Title of Story _____

RATING SCALE FOR STORYTELLERS

	Excel.	Good	Aver.	Fair	Poor
I. Choice (this includes whether or not the story you chose to tell suited you, your personality, your natural talents--and its appropriateness for use with children)					
II. Knowledge (this includes your being "at home" with the words and movement of the story)					
III. Expression (this includes your sincerity, your enthusiasm, your feeling for the story)					
IV. Interpretation (this includes your understanding of the mood, spirit, and meaning of the story; your presentation of the characterizations)					
V. Rapport with audience (this includes how the audience responded to your telling; whether or not you seemed at ease, how you used gesture, whether or not you established eye contact)					
VI. Voice (this includes diction, enunciation, pronunciation, rate, quality, volume, pitch)					
VII. Use of variety for dramatic effects (this includes whether or not you established the mood of the story, how you varied the tempo and pacing, how you used pauses, how you built toward the climax)					

REMARKS:

GRADE: _____

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Name_____
Poem Read_____

_____
Age of Children_____
No. of Children_____

POETRY READING CHECKLIST

	3	2	1
1. Did you know the meanings of all the words?			
2. Were you familiar with the pronunciation of all words?			
3. Did you interpret punctuation marks correctly?			
4. Were you sensitive to the emotions behind the author's words?			
5. Did you read slowly enough so that listeners could absorb the meaning?			
Did you make use of:			
6. Change of pitch (going up and down on vocal scale)			
7. Inflection (glide of voice from one pitch to another, helps the voice show changes in emphasis and meaning)			
8. Volume (Loudness or softness helps give emphasis)			

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Enabling Objective II c (continued)

Enabling Activities

1. Listen to introductory lecture.
2. Observe introductory demonstration.
3. Listen to tape recordings of PUC interns 1970-1971.
4. Listen to records - Ruth Sawyer: Storytelling
5. Consult checklists.
6. Read Huck and Kuhn pp. 661-665; Chambers pp. 3-45; Witucke pp. 72-74.
7. Consult Poetry Book List and Folktale List as well as books recommended in Huck and Kuhn in the Poetry and Traditional Literature chapters.
8. Do exercise 7, p. 8 of WORKBOOK.
9. Intern option (see instructor).

ENABLING OBJECTIVE II d

Given a group of children or peers the intern will lead a choral reading session in which at least half of the criteria of the Choral Reading Checklist will be met at the average or above levels.

Enabling Activities

1. Listen to introductory lesson
2. Participate in introductory demonstration.
3. Read p. 437 in Huck and Kuhn; p. 245 in Smith; pp. 91-95 in Witucke.
4. Refer to Checklists.
5. Intern option (see instructor).

ENABLING OBJECTIVE III

After choosing a specific book or poem and age group, the intern will select and demonstrate with children an appropriate strategy (see checklist) for encouraging imaginative responses to literature by using one of the activities listed on the green Activities Sheet.

Name_____
Material Read or Spoken

_____
Age of Children_____
No. of Children_____

CHORAL READING/SPEAKING CHECKLIST

	3	2	1
1. Did you select material appropriate to the age of the group?			
2. Did you select material that the group enjoyed?			
3. Did you select material recommended as examples of good literature?			
4. Did you begin with a brief warm-up session?			
5. Did you spend some time helping the group to feel that spirit or meaning of the selection?			
6. Could most everyone read or memorize the selection?			
7. Were important words emphasized and sing-song delivery avoided?			
8. Was the group's articulation clear?			
9. Did the group sound resonant and definite?			
10. Did you use a tape recorded to help in evaluation?			

Name _____

School _____

Grade _____

CHILDREN'S LITERATURE INVENTORY - LITERATURE RELATED ACTIVITIES FOR CHILDREN

Indicate the number of times each of the following activities have been attempted by you and the children you work with in connection with some children's book/s you have presented. (Indicate titles of books or poems)

NUMBER		TITLES
_____	1. Choral speaking (memorized)	_____
_____	2. Choral reading (read)	_____
_____	3. Creative dramatics (no script)	_____
_____	4. Plays (script)	_____
_____	5. Storytelling (by teacher)	_____
_____	6. Storytelling (by pupil	_____
	7. Creating Pictures	
_____	a. Crayon	
_____	b. Charcoal	_____
_____	c. Pastels	_____
_____	d. Tempera	_____
_____	e. Watercolors	_____
_____	f. Pencils	_____
_____	g. Torn paper	_____
_____	h. Collage	_____
_____	i. Two-Dimensional	_____
_____	j. String or Yarn	_____
_____	k. Photo Montage	_____
_____	l. Other	_____

8. Creating Three Dimensional Figures
   _____a. Clay _____
   _____b. Paper _____
   _____c. Wire _____
   _____d. Plastic _____
   _____e. Wood _____
   _____f. Other _____

_____9. Constructing Mobiles

_____10. Writing personal stories or poems _____

_____11. Writing to authors or illustrators _____

_____12. Writing to publishers _____

_____13. Creating a school program _____

_____14. Playing games (active or passive) _____

_____15. Participating in a book fair _____

_____16. Inviting parents to see children's work related to a literature project _____

_____17. Inviting other classes to see work related to a literature project. _____

18. Creating Puppets
   _____a. Paper Bag _____
   _____b. Sock _____
   _____c. Stick _____
   _____d. Paper Mache _____
   _____e. Vegetable _____
   _____f. Finger _____
   _____g. Spoon _____
   _____h. Other _____

_____19. Creating Murals _____

_____20. Constructing Dioramas _____

_____21. Constructing Roller Movies _____

_____22.	Making Filmstrips	_____
_____23.	Making a video-tape or film	_____
_____24.	Watching movies or TV shows	_____
_____25.	Reading to music	_____
_____26.	Acting with music	_____
_____27.	Creating music to go with words or characters or situations	_____
_____28.	Seeing a play	_____
_____29.	Creating a radio program	_____
_____30.	Pantamining	_____
_____31.	Creating shadow plays	_____

Enabling Objective III (continued)

Enabling Activities

1. Listen to introductory lecture.
2. Observe master teacher encouraging imaginative responses to literature.
3. Examine displays of children's responses to literature.
4. Listen to tapes of children's responses to literature.
5. Read Huck and Kuhn, Chapter 12, pp. 602-640.
6. Read Whitehead, pp. 163-197.
7. Read Smith, pp. 208-219.
8. Read Carlson's Enrichment Ideas, p. 105.
9. Refer to green Activities Sheet.
10. Complete Exercise 1, p. 2 of WORKBOOK.
11. Intern option (see instructor).

ENABLING OBJECTIVE IV

After choosing an age/grade level, the intern will design a 2-4 week literature unit which could be used (with modification) during the first two months of school. The literature unit will meet the minimum criteria of the Literature Unit Checklist at the average or above levels. The Unit should include the following:

1. Books, folk tales, and/or poems you will read to the children.
2. A designated time for reading.
3. Books to display in the classroom.
4. One bulletin board plan that will compliment your objectives in the literature unit.
5. One poem you will feature on the chalk board or on a chart (Write poem out and give source).
6. At least five activities in which the children can react to your reading (Select activities from your green activities list).

Enabling Activities

1. Listen to introductory lecture.

Enabling Objective IV (continued)

2. Read curriculum guides.

3. Read Huck and Kihn, Cahpter 13, pp. 650-693, and pp. 23-45.

4. Consult Literature Unit Checklist

5. For bulletin board ideas consult Whitehead, pp. 35-37 and pp. 55-56; Huck and Kuhn, pp. 565-566 and 621; and Smith pp. 224-229.

6. Read children's books and poems chosen from book lists provided.

7. Read handout on unit planning.

8. Complete Exercises 2, 3, 4 and 5, pp. 3-5 in WORKBOOK.

9. Define literary terms listed in WORKBOOK.

10. Intern option (see instructor).

LITERATURE UNIT CHECKLIST (Minimum criteria)

1. Title and author of the one book of each of the following types of literature is included:

_____Picture book	_____Fanciful
_____Traditional literature	_____Poetry
_____Realistic	_____Poetry
_____Biographical	_____Informational
_____Historical	

2. Children are to be read to once a day at a designated time.

_____yes _____no

3. Total time for reading aloud each day is ten minutes.

_____yes _____no

4. A list of 10 books which will be displayed in the room meet the criteria for worthwhile literature stated in Huck and Kuhn and are found on recommended lists. They are appropriate to the grade for which unit is designed for.

_____yes _____no

5. A bulletin board plan is included which compliments the planned literature unit.

_____yes _____no

6. A poem has been selected from a recommended source and will be featured on a chalkboard or chart. The poem is given in full with the author and source.

_____yes _____no

7. Five activities have been selected to allow children to react to the literature they are to be exposed to during the unit. The activities were selected from the green activities list.

_____yes _____no

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